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ABSTRACT

The Youth Tutoring Youth program, funded under Title I of the 1965 Elementary Secondary Education Act, was directed toward attitude and ability change of underachieving high school and elementary school pupils. It also attempted to effect a change in basic language study skills of these students by using the Youth Tutoring Youth (YTY) model which is currently being implemented extensively throughout the United States. Basic to the YTY model is the employment (for financial remuneration) of underachieving high school pupils in the capacity of tutors to underachieving elementary school pupils. Early reports of the National Commission of Resources for Youth, Incorporated (the national coordinating agency for YTY) indicated that both the tutor and the tutee gained valuable reading skills as a result of experience with the YTY program, noting that some tutors have gained as much as three years in reading skills over a period of one semester. More importantly, however, it is the feeling of having helped another student that seems to prove most beneficial. Owing in large part to a short project interval, few positive data changes were noted among the participants. For this reason, in addition to other more intuitive reasons, it is suggested that this project be lengthened, with the preservice training beginning perhaps as early as the spring quarter of the regular school year. (Author/JM)

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EVALUATION OF THE YOUTH TUTORING YOUTH PROGRAM

Summer, 1972

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I. INTRODUCTION

In spite of a patent need in the area, few programs are designed to alter the basic attitudes and academic skills of high school pupils who have a history of underachievement. Accordingly, the program evaluated by this report was conducted in the summer of 1972 in the Atlanta Public School System, directed toward attitude and ability change of underachieving high school and elementary school pupils. It also attempted to effect a change in basic language study skills of these pupils by using the Youth Tutoring Youth (YTY) model which is currently being implemented extensively throughout the United States.

Basic to the YTY model is the employment (for financial remuneration) of underachieving high school pupils in the capacity of tutors to underachieving elementary school pupils.

Early reports of the National Commission of Resources for Youth, Incorporated (the national coordinating agency for YTY) indicated that both the tutor and the tutee gained valuable reading skills as a result of experience in the YTY program, noting that some tutors have gained as much as three years in reading skills over a period of one semester. More importantly, however, it is the feeling of having helped another student that seems to prove most beneficial. To the underachieving high school student who is used to <u>not</u> succeeding, and used to <u>not</u> being able to read, the very fact that he is <u>helping</u> someone who is farther behind than himself is a rewarding experience.

II. PROCESS

A. Goals

The goals of the summer YTY project, as stated in the original Title I funding proposal, were as follows:

1. To complement the education of tutors and tutees by stimulating interest and improving learning, mainly in the area of language arts.

2. To significantly improve the self-image of the tutors.

3. To provide models for underachieving elementary pupils.

4. To provide an experience that will encourage pupils to demonstrate desirable behavior in school.

5. To provide learning experiences for tutors and tutees through games and other competitive activities.

B. Behavioral Objectives

1. Original

The behavioral objectives, as stated in the original funding proposal, were as follows:

a. Tutors

Following ten weeks of participation in inservice training, tutorial, and evaluative activities all tutors will demonstrate competence as listed below:

(1) Write correct answers to at least 50 per cent of the items contained on the Robert Newman, Independent Reading, Writing, and Research Analysis.

(2) Given paper, scissors, and pencils, etc., all tutors will be able to produce at least three games which demonstrate his mastery of any two of the seven basic reading skills.

(3) Write at least three stories about himself, his interests, feelings, sensations, and his community.

(4) Draw a diagram of the route he takes from home to school.

(5) Identify and use materials such as scissors, crayons, paints, and construction paper needed for construction of reading and mathematics games with 100 per cent accuracy.

(6) Teach two basic reading skills to tutees utilizing self-constructed games and appropriate teaching procedures as determined by the lead teacher, teacher aide, and evaluator.

b. Tutees

Following eight weeks of tutorial activities, the tutees will be able to demonstrate competencies as follows:

(1) Communicate in oral and/or written form; his complete name, address, telephone number, names of parents and siblings.

(2) Describe in oral or written form the route which he takes from home to school.

(3) Given orally the letter sounds of the alphabet, the pupils will be able to select the correct alphabet card with 70 per cent accuracy.

(4) Increase sight vocabulary by at least 25 words as measured by pretest and posttest scores on the Newman Analysis.

(5) Give in oral and/or written form complete sentences making use of the sight word vocabulary gains mentioned above.

(6) To demonstrate sportsman-like behavior when participating in the basic reading skills using commercial and tutor-made reinforcement games as determined by tutor observation.

2. Additional

Since the behavioral objectives listed originally were deemed inadequate, additional performance objectives were added.

Specifically, it was noted that whereas the improvement of self-image was listed among the goals of the project, no mention of this appeared in the behavioral objectives. For that reason, an additional behavioral objective was appended, to wit:

> Participants will make a significant gain in self-concept as measured by the Coopersmith Self-Esteem Inventory (Short Form).

Also absent in the original behavioral objectives was any means of assessing whether pupils had been "encourage(d) . . . to demonstrate desirable behavior in school." It was reasoned that "desirable" behavior would be linked to a "desirable" attitude toward school, which attitude might be theorized to be lacking in the chronic underachiever. Therefore, it was reasoned that changes in attitude toward school would serve as a suitable index of this alteration. This led to still another added behavioral objective:

> Participants will improve in their attitudes toward school as measured by the Student Attitude Toward School Inventory.

Another factor contributing to the demonstration of desirable behavior in school, it can be reasoned, is the child's locus of control. "Locus of Control" is a concept posited by the theoretician Rotter and deals with the student's sense of control over his environment. The child who is "internal" feels that what he does has an effect on his world; the child who is "external" feels that his acts do not alter his externally-controlled destiny. The behavioral objective evolving from this theoretical position is as follows:

> Students will, as a result of participation in the YTY program, become more internalized in their locus of control as measured by the Nowicki-Strickland Locus of Control Scales.

C. Critical Variables

Based on the goals and behavioral objectives of this program, the following critical variables are stated:

1. Proficiency in teaching skills.
2. Self-concept.
3. Attitude Toward School.
4. Locus of Control.

III. THE PROJECT

The project is outlined here in sections dealing with the following: the relationship to the regular program, the participants, and the activities.

A. Relationship to the Regular Program

The Youth Tutoring Youth Program was an extension of the regular school program. Pupils participating in this activity also participated in the reading activity provided by the regular school program.

B. The Staff

Mrs. Mamie Thomas, a certified teacher, coordinated the activities at the YTY Centers.

Each center's efforts were supervised by a "center leader" in the person of a teacher aide. Table 1 shows the assignment of of these aides.

Table 1

LIST OF SCHOOLS, PRINCIPALS, AND CENTER LEADERS

Area	School	Principal	Center Leader
I	Luckie	Miss G. Eubanks	Mrs. Rachel Cost
I	Ware	Mr. John Blackshear	Mrs. Ruth Wall
II	Gilbert	Mr. Alphonso G. Jones	Mrs. Nellie Phillips
II	Thomasville	Mr. John Rufus Fouch	Mrs. Zenobia Booker
III	Boyd	Mr. Roy J. Wolf	Mrs. Ruby M. Hawk
III	Butler	Mr. M. C. Norman	Mrs. Juanita Williams
IV	Blalock	Mr. William S. Banks	Mrs. Viola Simmons
IV	Carey	Mr. Henry M. Harris	Mrs. Gail Barnes
V	Drew	Mrs. Julia Glass	Mrs. Minnie Coleman
V	Grant Park Elementary	Mr. Jimmy Taylor	Mrs. Geraldine Smith

C. The Participants

All student participants were "Title I Students." In order to qualify as a Title I school, an institution must meet certain standards of economic deprivation; once a school has been identified as being eligible for Title I assistance, "Title I Students" within that site are further delineated by being the holders of the lowest reading scores in that particular Title I school. In these terms, it is entirely possible that the lowest scoring student at one school may score higher than the highest scoring student at a second school. In this way, the selection system is seen to be academically equitable within schools, but not necessarily so between schools. At the federal level, however, Title I schools are defined largely in financial terms.

1. Tutors

Tutors were selected from among underachieving middle and secondary school pupils as outlined in section III, C. In

addition, a portion of the tutors were participants in the Neighborhood Youth Corps Program. See Table 2 for the source and number of tutors.

2. Tutees

The tutees were underachieving elementary school pupils (grades 5-7) selected from the areas served by each of the centers. Also eligible, were pupils who resided in areas with high concentrations of low-income families. See Table 2 for the source and number of tutees.

Table 2

NUMBER AND SOURCE OF PARTICIPANTS

Center	Feeder School	Tutors		Tutees
		Title I	NYC	
Blalock	Turner	5	5	22
Boyd	Archer	0	10	15
Butler	Howard	5	5	15
Carey	Douglass	5	5	33
Drew	Murphy	5	5	14
Gilbert	Price	5	5	14
Grant Park Elementary	Roosevelt	5	5	20
Luckie	O'Keefe	5	5	15
Thomasville	Fulton	10	0	29
Ware	Washington	5	5	25
TOTAL		50	50	202

D. Activities - Overall Schedule

The project was intended to be extended (as per the proposal) for a duration of ten weeks, from 12 June through 18 August; in actuality, however, the last day of the project was 28 July due to the fact that summer school ended at that time and the tutees were no longer available. But, since they had been contracted for ten weeks' service, the tutors, upon the project's termination, returned to work at their respective high schools in various capacities to earn the money contracted to them.

1. Training

There was a one-week preservice training period at Dunbar Elementary School during the week of 12 June. During this period, the lead teacher, along with resource teachers, helped the aides and tutors to develop effective materials and procedures for tutoring activities. Many of the games and teaching devices used in the program were constructed at this time. Emphasis was placed on utilizing words and on problems within the pupils' own environment to improve his achievement and self-concept.

2. Tutorial Sessions

Following the preservice training period, there were six weeks of tutorial sessions beginning 19 June and ending 28 July.

E. Activities - Daily Schedule

A typical daily schedule was to have been as follows:

8:30 - 9:30	Individual planning, tutors develop games, write procedures to be used in tutoring, receive assistance.
9:30 - 10:30	Each tutor will direct four tutees in an activity designed to develop reading and writing skills.
10:30 - 11:30	Individual planning, tutors develop materials, review plans, and receive assistance when needed.
11:30 - 12:30	Each tutor will direct activity designed to develop mathematical skills.
12:30 - 1:15	Lunch.
1:15 - 2:15	Group evaluation, planning.

In actuality, the tutorial sessions were split into two sessions of half the size rather than having the tutor direct all four of his tutees at once. This was a wise alteration yielding a better tutor/tutee ratio.

While it appeared to this writer, when he visited centers, that tutorial activities were going on in one form or another during the sessions themselves, some principals complained of an overly lax attitude among their tutors and center leaders. In most cases, further discussion showed that this feeling had been engendered by the nature of the project's "learning is fun" attitude: radios were playing, children were laughing, and enjoyable games were being actively shared. In short, the look of apathy was not to be found in the faces of the students because they were relaxed and actively engaged in the learning process rather than sitting straight up in a chair as passive recipients of the teaching. The enjoyment seemed to be shared by tutor and tutee alike.

The planning and review sessions, on the other hand, left more to be desired. Some questions were raised as to the efficiency of the use to which these periods were put. A fuller discussion of this alleged shortcoming appears in the "Management and Control" section of this report.

IV. DIAGNOSIS

A. The Testing Schedule

A number of geographic considerations entered into the testing schedule ultimately adhered to: while the tutees and controls would appear in groups of substantial size at the various centers, the tutors were fewer in number and spread out more widely. As a result, the tutees and controls were pretested in their respective centers but the tutors were tested en mass during the preservice week. Tutors, tutees, and controls were posttested at their respective centers. The schedule of testing appears in Table 3.

Table 3

TESTING SCHEDULE

	Pretest	Posttest
Tutors	12 June	19 July
Tutees	27 June	19 July
Controls	27 June	19 July

As a result of the testing schedule, it should be noted, the tutors' data represent a longer "treatment" period than that of the tutees.

B. The Tests

Tests used were selected for the express purpose of assessing gains in the need areas identified and by the originally stated behavioral objectives and those added subsequent to the writing of the proposal.

The Newman Independent Reading, Writing, and Research Analysis was deleted, however, as a result of its being primarily a diagnostic instrument lacking the sensitivity necessary for the calculation of gain scores; the Newman test was used, however, for informal diagnosis, its strongest use. To have included this test in the original proposal was in error since the project reports for FY 70 and FY 71 both warned against its use.

Other behavioral objectives were assessed by the following instruments:

1. Checklists

Pupil evaluation sheets were constructed and were filled out by each center leader. Items were so arranged as to parallel the original behavioral objectives as listed earlier in this report. There were, of necessity, separate forms for tutors and tutees, both being scored item by item with a grade of A through F. Copies of these forms appear in Appendix A.

2. Coopersmith Self-Esteem Inventory (Short Form)

Form B, the short form, of the Coopersmith Self-Esteem Inventory was administered to measure gains in self-concept. A copy of this test appears in Appendix B.

3. Student Attitude Toward School Inventory

This questionnaire is an 18-item survey in which the pupil indicates his affective response to various school-related statements. The score derived is reasoned to reflect his overall attitude toward school. A copy of this questionnaire is in Appendix C.

4. Nowicki-Strickland Locus of Control Scales

This test is among the more reliable instruments designed to assess the testee's position on a continum of internality-externality as explained in Section II, B, 2. A copy of this test is in Appendix D.

C. Test Results

1. Checklists

Results of the pupil checklists are separated by form into the tutor and tutee evaluations. Within each group, a further separation is made by sex.

a. Tutors

In all respects, female tutors received higher assessments by their teachers than did male tutors. This may be due in large part to the fact that all of the center leaders were female, adding to the already emasculating nature of the teaching profession in our society, where females are more readily willing to accept the role of "teacher" as sex-appropriate. Also, research has shown that female teachers tend to rate girls higher in general. Let it be clear that both males and females performed at acceptable levels, but female tutors, perhaps as a result of the modeling conditions as just noted, scored still higher. Table 4 shows the mean scores received.

Table 4

TUTOR CHECKLIST
(Mean Scores)*

		Male	Female
1.	Using paper, scissors, and pencils, etc., the tutor is able to produce at least three games which demonstrate his mastery of any two of the seven basic reading skills.	3.0	3.6
2.	The tutor is able to write at least three stories about himself, his interests, feelings, sensations, and his community.	2.9	3.6
3.	The tutor is able to draw a diagram of the route he takes from home to school.	3.5	3.8
4.	The tutor is able to identify and use materials such as scissors, crayons, paints, and construction paper needed for construction of reading and mathematics games.	3.2	3.8
5.	The tutor is able to teach two basic reading skills to tutees utilizing self-constructed games and appropriate teaching procedure as determined by the lead teacher, teacher aide, and evaluator.	2.9	3.4

* A = 4; B = 3; C = 2; D = 1; F = 0.

b. Tutees

In the tutee analysis, females also were scored noticeably higher than were males, again pointing to the increased reinforcement value of school for females. Table 5 shows the mean scores of the tutees.

Table 5

Tutee Checklist
(Mean Scores)*

	Male	Female
1. The tutee is able to communicate in oral and/or written form the following:		
a. Complete Name.	3.7	3.9
b. Address.	3.4	3.7
c. Telephone Number.	3.4	3.7
d. Names of Brothers and Sisters.	3.6	3.9
2. The tutee is able to describe in oral or written form the route which he takes from home to school.	2.9	3.1
3. Given orally the letter sounds of the alphabet, the tutee is able to select the correct alphabet card.	2.7	3.2
4. The tutee can give oral and/or written complete sentences making use of the sight vocabulary of the Newman Analysis.	2.4	2.6
5. The tutee demonstrates sportsman like behavior when participating in the basic reading skills using commercial and tutor-made games.	2.9	3.2

* A = 4; B = 3; C = 2; D = 1; F = 0.

2. Coopersmith Self-Esteem Inventory

No significant gains or losses of self-esteem were found in the tutor, tutee, or control groups.

3. Student Attitude Toward School Inventory

This questionnaire, designed to assess overall attitude toward school, showed no overall gains for males or females in either the tutee or control groups. While the male tutors also showed no significant gains, the female tutors showed a clearcut trend ($p < .10$) to have improved in their attitude toward school as a result of their participation in the YTY program. This finding bears out the point previously made regarding the differential reinforcement value of school teaching for males and females. Perhaps the most poignant instance of this effect by sex appeared at the Boyd center: whereas the girls showed a significant improvement in their attitude toward school ($p < .02$), the boys suffered a significant loss ($p < .05$).

4. The Nowicki-Strickland Locus of Control Scales

No gains or losses were noted in any of the experimental or control groups.

D. What the Results Mean

If it can be assumed that the behavioral objectives, as stated, are meaningful and worthwhile competencies to instill in pupils, then this program, as assessed by the tutor and tutee checklists, was a success.

If, on the other hand, the various psychological alterations assessed are to be the criteria for judging success, then the program fell somewhat short of its mark.

In the case of the behavioral objectives, it is the opinion of this writer that the original objectives of the project were quite straightforward, were worded in a lucid manner, and were realistic in intent. Given the opportunity to replicate this study, however, it would be wise to measure these abilities in a pre-post assessment to determine if the participants gained these abilities as a result of their attendance in the program, or if they possessed the abilities in question prior to their participation.

As regards the personality alterations assessed, it may well be the case that the time allotted to the program was simply too short to effect any changes. Unfortunately, a longitudinal following of the participants would be made extremely difficult by student mobility and distribution throughout the city.

E. Data Gathering Problems

The assessment of special projects such as this is quite often viewed by the operating staff as something, at best, tangential to, and, at worst, inimical to the project itself This state of affairs must be changed if proper research is to come out of our programs.

Those custodians of our school children entrusted with the keeping of records must be impressed with the gravity of their

task. For example, to place a control group student in the experimental group once the project is underway has detrimental consequences which need not be explained. Despite the harm wrought by such expediency, this sort of alteration was hardly uncommon in this program. Pupil attrition is definitely a problem: the solution to it need not be. A possible suggestion might be that a provision should be made, not only in this project, but in all similar endeavors, to provide "add-drop" slips to keep an accurate list of participants.

Many of the difficulties of data collection could be avoided by the establishment of a central data bank which would contain a battery of test scores on each student in the system. Data analysis could then be very simply achieved by accessing those portions of the students' computer-stored records as are needed. This system has worked quite well in the past with city-wide reading scores: certainly, it would meet with the same success with other measures.

V. MANAGEMENT AND CONTROL

A. Availability of Advance Information and Funding

The initial application for the funding of this project was submitted as early as possible and approved within the month. This early application afforded the maximum amount of time possible for planning of the program.

B. Isolation versus Involvements

The Youth Tutoring Youth Program was made an integral part of the regular summer school by dint of its method of operation: tutors were taken daily from their regular classes to go to tutorial sessions.

While the apposition of these two components would seem to afford reciprocal benefits, the possibility of mutual complaints also arose. Specifically, a number of regular summer school teachers complained of the project's disruptive effects on their classes. While this disruption may, in part, have been due to

the coming and going of tutors and tutees, it quite logically may just as well have come about as a result of the mutually exclusive atmosphere of the two school settings — the regular summer school class with its traditional structure and the YTY sessions with their looseness.

C. Environment in Which the Program Was Operated

The relaxed nature of this project was a basic contributor to the program's appeal. At the same time, however, this mode of operation was viewed by some as quite radical and threatening. Specifically, a number of principals felt that the laissez-faire attitude of the YTY personnel was inconsistent with customary school operation and, as a result, resented it. Much of this distrust could have been avoided by making the principals a more integral part of the project center in his school.

D. Were the Objectives, as Stated, Really Pursued?

The original objectives of this project were outlined and central to the operation of the tutorial sessions. These objectives which were added subsequent to the original ones written in the funding proposal were not actively purused, but rather were to be met by the general relationships inherent in the program's model. This is to say, that while there were no specific lesson plan activities designed to alter the attitude and personality variables of the added objectives, the setting per se was hypothesized to be conducive to the changes desired.

E. Did the Top and Intermediate Management Actually Support the Program?

The Youth Tutoring Youth Program appeared to be unique among programs in that it operated in a manner more autonomous than many compensatory efforts. Mrs. Mamie Thomas directed and coordinated the preservice activities as well as the ongoing operation of the sessions. She and her center leaders gave the impression of operating as free agents in their efforts with few outside influences becoming obvious. Therefore, the only really germane management personnel as such consisted of Mrs. Thomas

herself. Mrs. Thomas, it should be said, is most supportive of the Youth Tutoring Youth concept and was in constant contact with all center leaders meeting their needs and desires.

Regarding the support of principals, there were varied levels of backing owing to their nebulous integration into the overall structure of the operation. The support of the principal is to be desired, of course, and should be fostered in future implementation of this project.

F. The Timetable of Activities

All phases of the project went smoothly, beginning with the initial planning, which was aided by the employment of Mrs. Thomas, who lent considerable experience to her leadership position. The preservice period was very well planned and organized to both acclimate students to the YTY concept and develop materials. The only shortcoming of the schedule was in the termination date which fell outside of the regular summer school period, leaving the tutors without any tutees. An effort should be made in the future to synchronize the end of YTY and the close of the regular session.

G. Relationship of YTY Activities and Participants During School Year to Those During Summer

The YTY program continues throughout the regular school year and is participated in by many of the summer YTY students. Despite this operational continuity, however, no specific attempt is made to make a given student's contact with the program continuous. The difficulty of determining the varied lengths of service of the participants to YTY was an obstacle to proper data analysis using amount of experience as a variable.

VI. CONCLUSION

Owing in large part to a short project interval, few positive data changes were noted among the participants. For this reason, in addition to other more intuitive reasons, it is suggested that this project be lengthened, with the preservice training beginnning perhaps as early as

the spring quarter of the regular school year so that tutorial sessions could commence at the outset of the summer session rather than devoting the first part of this valuable potential contact time to preservice.

Records should be kept of students' previous experience in the YTY project so that an analysis could be made of YTY's effects upon new versus repeat participants. In this manner, it would be possible to encourage termination at the end of one quarter (if the effect is of a more immediate nature). In the present study, no such identification was made, possibly leading to the great amount of variance encountered in the data.

Given the indicated effect by sex of tutor some attention should be given to the development of techniques to make the YTY experience more meaningful for male tutors.

Hard data does not, in general, indicate a large effect in this project. "Soft" data, however, gleaned from meetings with the student participants and the center leaders, leaves one no choice but to conclude that this was a meaningful experience for students involved. Students came to enjoy learning through the translation of the learning setting from its traditional mold to the more relaxed atmosphere in which students usually relate to each other.

VII. RECOMMENDATIONS

A. Retain the same lucid style of straightforward behavioral objectives.

B. Broaden the scope of the behavioral objectives to include concrete academic gains.

C. Lengthen the duration of the project.

D. Increase the amount of contact per day between tutor and tutee.

E. Make the principal more a part of the project housed in his school.

F. Submit weekly attendance record along with a constantly updated roll.

G. Identify students who are new to the project as opposed to those who have been tutors or tutees before.

H. Investigate the degree to which YTY is relevant for the male tutor with special attention to its sex appropriateness. Perhaps this could be a curriculum solution in the form of sports, automobile, or model building materials.

I. Identify reading levels of participants both pre and post to assess gain in ability.

APPENDICES

Appendix A

CHECKLISTS
Title I Summer 1972
(Tutee Checklist &
Tutor Checklist)

TITLE I SUMMER 1972
TUTEES CHECKLIST

Instructions to Center Leader: Fill out one of these forms for each tutee in your group.

These activities are taken from the 1972 Federal Grant Proposal and are a part of our funding evaluation.

Grade each activity A, B, C, D, or F as though it were a test. In many cases, you will be able to get this information from work already done and not have to give a special test.

Tutee's Name _____

Grade

1. The tutee is able to communicate in oral and/or written form the following:
   a. Complete Name . . . . . _____
   b. Address . . . . . _____
   c. Telephone Number . . . . . _____
   d. Names of Brothers and Sisters . . . . . _____
2. The tutee is able to describe in oral or written form the route which he takes from home to school. . . . . _____
3. Given orally the letter sounds of the alphabet, the tutee is able to select the correct alphabet card . . . . . _____
4. The tutee can give oral and/or written complete sentences making use of the sight vocabulary of the Newman Analysis. . . . . _____
5. The tutee demonstrates sportsmanlike behavior when participating in the basic reading skills using commercial and tutor-made games . . . . . _____

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TITLE I SUMMER 1972
TUTORS CHECKLIST

Instructions to Center Leader: Fill out one of these forms for each tutor in your group.

These activities are taken from the 1972 Federal Grant Proposal and are a part of our funding evaluation.

Grade each activity A, B, C, D, or F as though it were a test. In many cases, however, it will not be necessary to do special testing since some of these activities can probably be graded from work already done.

Tutor's Name _____

	Grade
1. Using paper, scissors, and pencils, etc., the tutor is able to produce at least three games which demonstrate his mastery of any two of the seven basic reading skills.	_____
2. The tutor is able to write at least three stories about himself, his interests, feelings, sensations, and his community.	_____
3. The tutor is able to draw a diagram of the route he takes from home to school.	_____
4. The tutor is able to identify and use materials such as scissors, crayons, paints, and construction paper needed for construction of reading and mathematics games.	_____
5. The tutor is able to teach two basic reading skills to tutees utilizing self-constructed games and appropriate teaching procedure as determined by the lead teacher, teacher aide, and evaluator.	_____

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Appendix B

COOPERSMITH SELF-ESTEEM INVENTORY

COOPERSMITH SELF-ESTEEM INVENTORY

Name: _____ Date: _____

Tutor ____ Tutee _____ C _____ YTY School: _____

Boy _____ Girl _____ Grade _____ SEI Score: _____

1. I spend a lot of time daydreaming. . . . . yes no
2. I am easy to like. . . . . yes no
3. Things bother me . . . . . yes no
4. I wish I were younger. . . . . yes no
5. I can make up my mind without too much trouble . . . . . yes no
6. I get upset very easily at home. . . . . yes no
7. I am proud of my school work . . . . . yes no
8. It takes me a long time to get used to anything new. . . yes no
9. I'm popular with kids my own age . . . . . yes no
10. I'm pretty happy . . . . . yes no
11. I would rather play with children younger than me. . . . yes no
12. I like most everyone I know. . . . . yes no
13. Things are all mixed up in my life . . . . . yes no
14. I get scolded a lot. . . . . yes no
15. I'm doing as well in school as I'd like to . . . . . yes no
16. I like to be with other people . . . . . yes no
17. I'm shy. . . . . yes no
18. I often feel ashamed of myself . . . . . yes no
19. If I have something to say, I usually say it . . . . . yes no
20. My parents understand me . . . . . yes no
21. If I have a fight, I usually win . . . . . yes no

Appendix C

STUDENT ATTITUDE TOWARD SCHOOL INVENTORY

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Research

Instructions for Administering the
Student Attitudes Toward Learning Questionnaire

Generally, the instructions are similar to those given for the administration of any test in the public school. The room should be properly ventilated, with good lighting and the children should be reassured that the test will not constitute a part of their grade.

Before the consulting teacher gives the following directions, she should put on the front board the following pictures:

The consulting teacher should begin by saying the following: "You are being asked to show your feelings about how you feel about school and this class. There is no correct answer for any of the questions. What we want to know is how you feel about certain things. Please don't mark like your neighbor or the way you think your teacher would like you to mark. Your teacher, in fact, will never see these papers. Mark the way you really feel. For example: Suppose that you were asked the following question:

> How do you feel when you think of eating a chocolate covered piece of cake?

Now some of you think you like it very much and would be happy to have a slice of it right now. So now look at the blackboard! Which one of these <u>noses</u> of the three figures would you fill in?

(Respond to the children)

That's right. This one over here, this happy, smiling face. You would fill in the nose of this face if you felt very happy if you think of eating a slice of chocolate covered cake.

Now some of you might hate and really can't stand chocolate covered cake. So which nose of these three figures would you fill in if you could not stand chocolate covered cake?

(Respond to children's response until you get the right answer)

That's right. This one over here, this sad looking face. You would fill in the nose of this face if you felt neither happy nor sad but you would or would not eat it.

Now children, I am going to distribute a sheet like the one on the board. For each question that I am going to ask you, you are to choose one of the three figures for each question and fill in with your pencil the nose of that face that expresses your feeling."

(Distribute papers)

Give directions as to filling in name, date, circling either G (girl) or B (boy), name of teacher, and school.

Administer test.

Student Attitude Toward School Inventory

1. How do you feel when it's time to get up and go to school?
2. How do you feel when you think about going home after school today?
3. How do you feel when you have to take out your reader?
4. How do you feel about how well you read?
5. How do you feel when you think about how fast you learn?
6. How do you feel about how much you know?
7. How do you feel about how well you do arithmetic?
8. How do you feel about the way your teacher treats you?
9. How do you feel when the teacher says that it's your turn to read out out loud before the group?
10. How do you feel about how well you think of doing homework?
11. How do you feel when you think of doing homework?
12. How do you feel when you think about your schoolwork?
13. How do you feel when you are working with others in class?
14. How do you feel when you think about studying?
15. How do you feel when you think about the principal?
16. How do you feel when you think about this school?
17. How do you feel when you think about this classroom?
18. How do you feel when you think about most of the children in this class?

Name: _____ Date: _____

Tutor ___ Tutee ____ C _____ YTY School _____

Boy _____ Girl _____ Grade ____

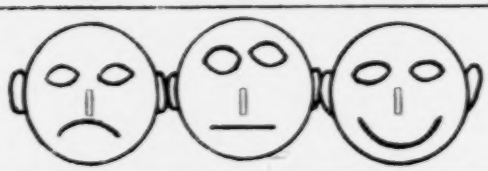
1.

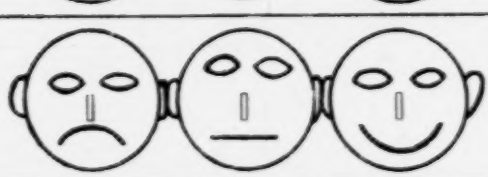
2.

3.

4.

5.

6. 

7. 

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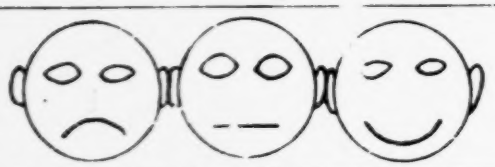
12. 

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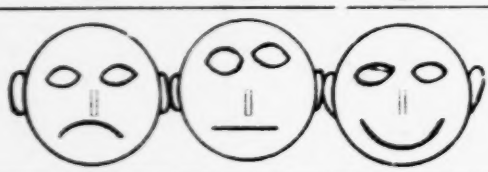
15. 

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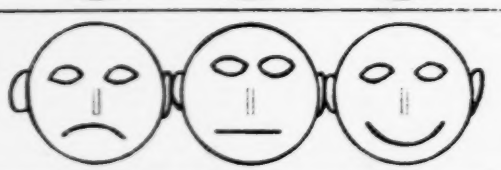
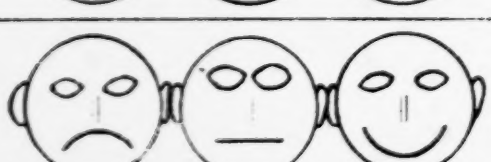
17. 

18. 

OC 4888 OPTICAL SCANNING CORPORATION C

Appendix D

NOWICKI-STRICKLAND LOCUS OF CONTROL SCALES

Name: _____ Date: _____

Tutor ___ Tutee ___ C _____ YTY School: _____

Boy _____ Girl _____ Grade _____ I Score _____

The Nowicki-Strickland Locus of Control Scales
(Personal Reaction Survey)

Yes	No		
___	___	1.	Do you believe that most problems will solve themselves if you just don't fool with them?
___	___	2.	Do you believe that you can stop yourself from catching a cold?
___	___	3.	Are some kids just born lucky?
___	___	4.	Most of the time do you feel that getting good grades means a great deal to you?
___	___	5.	Are you often blamed for things that just aren't your fault?
___	___	6.	Do you believe that most of the time it doesn't pay to try hard because things never turn out right anyway?
___	___	7.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?
___	___	8.	Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?
___	___	9.	Do you feel that most of the time parents listen to what their children have to say?
___	___	10.	Do you believe that wishing can make good things happen?
___	___	11.	When you get punished does it usually seem it is for no good reason at all?
___	___	12.	Most of the time do you find it hard to change a friend's (mind) opinion?
___	___	13.	Do you think that cheering more than luck helps a team to win?
___	___	14.	Do you feel that it's nearly impossible to change your parent's mind about anything?

Yes	No		
___	___	15.	Do you believe that your parents should allow you to make most of your own decisions?
___	___	16.	Do you feel that when you do something wrong there's very little you can do to make it right?
___	___	17.	Do you believe that most kids are just born good at sports?
___	___	18.	Are most of the other kids your age stronger than you are?
___	___	19.	Do you feel that one of the best ways to handle most problems is just not to hink about them?
___	___	20.	Do you feel that you have a lot of choice in deciding who your friends are?
___	___	21.	If you find a four leaf clover do you believe that it might bring you good luck?
___	___	22.	Do you often feel that whether you do your homework has much to do with what kind of grades you get?
___	___	23.	Do you feel that when a kid of your age decides to hit you, there's little you can do to stop him or her?
___	___	24.	Have you ever had a good luck charm?
___	___	25.	Do you believe that whether or not people like you depends on how you act?
___	___	26.	Will your parents usually help you if you ask them to?
___	___	27.	Have you felt that when people were mean to you it was usually for no reason at all?
___	___	28.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?
___	___	29.	Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?
___	___	30.	Do you think that kids can get their own way if they just keep trying?
___	___	31.	Most of the time do you find it useless to try to get your own way at home?

Yes	No		
___	___	32.	Do you feel that when good things happen they happen because of hard work?
___	___	33.	Do you feel that when somebody our age wants to be your enemy there's little you can do to change matters?
___	___	34.	Do you feel that it's easy to get friends to do what you want them to?
___	___	35.	Do you usually feel that you have little to say about what you get to eat at home?
___	___	36.	Do you feel that when someone doesn't like you there's little you can do about it?
___	___	37.	Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?
___	___	38.	Are you the kind of person who believes that planning ahead makes things turn out better?
___	___	39.	Most of the time, do you feel that you have little to say about what your family decides to do?
___	___	40.	Do you think it's better to be smart than to be lucky?

Be sure your name is at the top of page 1